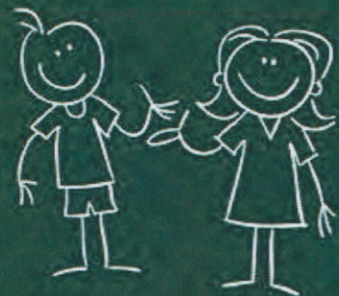




River Raisin National Battlefield Park Presents

THE WAR OF 1812:
BATTLES OF THE RIVER RAISIN

TWO IMPORTANT ROLES OF AFRICAN
AMERICANS DURING THE WAR OF 1812
AND
SAILORS & MINERS



Grade Level: 8th Grade



WITH
"PROFESSOR"
MAJOR
MUSKRAT

By: Rosemary Johnson
& Krista Seibert

LESSON PLAN

TWO IMPORTANT ROLES OF AFRICAN AMERICANS DURING THE WAR OF 1812

OVERVIEW:

- NARRATIVE -

This lesson will introduce students to the significant roles of African Americans in the War of 1812. Students will be completing two graphic organizers and watching a power point presentation, to show comparisons and formulate ideas as to how and why African Americans performed the jobs they did during this time period.

OBJECTIVES:

- Students will be able to describe two roles African Americans played during the War of 1812. Through this, students will gain an understanding of the movement of African Americans seeking freedom and improving their lives.

MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS:

- 8- U5.1.1

TIME SUGGESTED FOR UNIT:

- 1-2 class periods

GRADE LEVEL:

- 8th

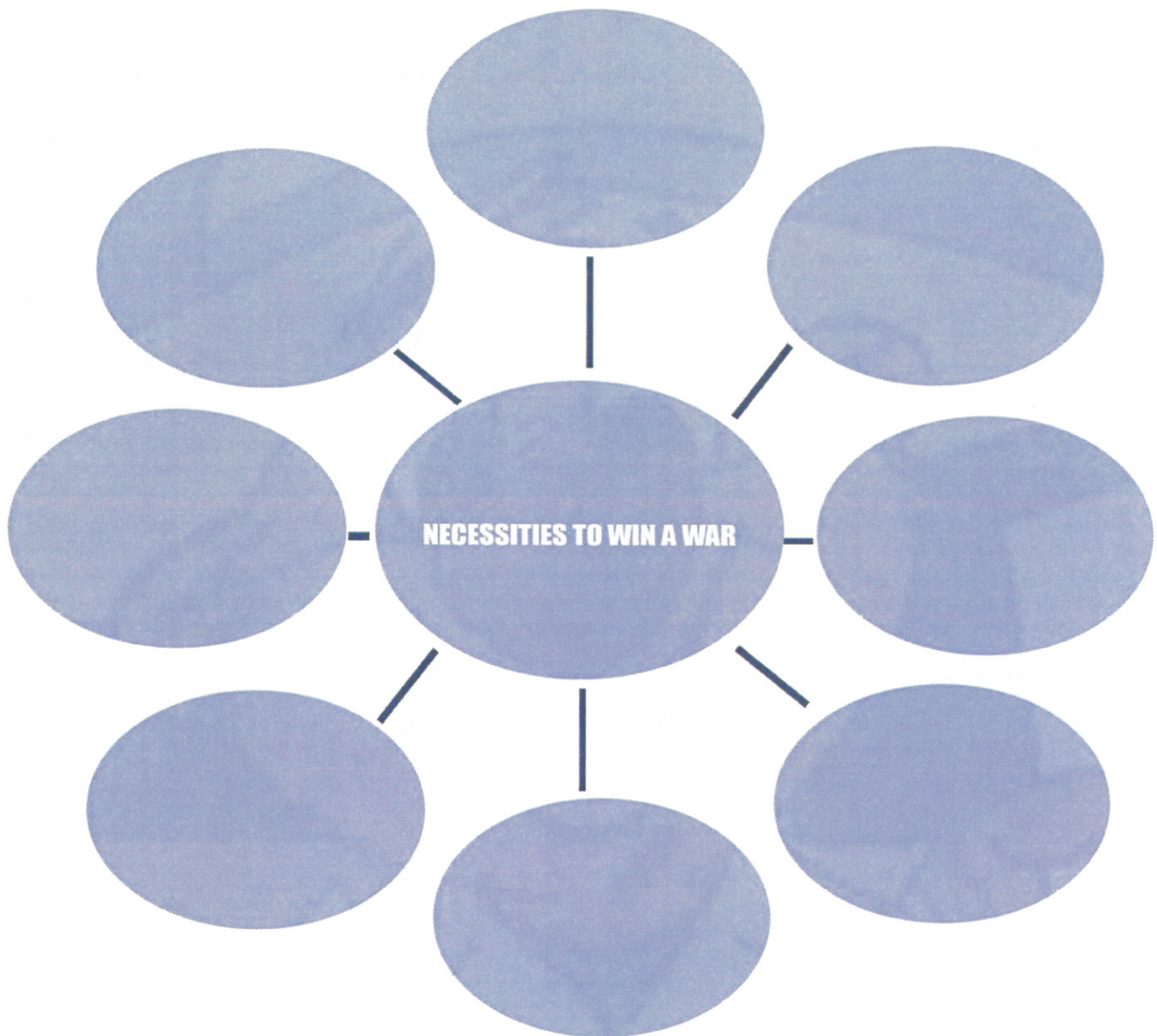
TOPIC OR ERA:

- War of 1812

PREPARATION:

- MATERIALS -
 - Pre/Post Test Handout (students) p.2 of African Americans in the War of 1812
 - African Americans in the War of 1812 Handout (students)
 - Spider Web Graphic Organizer
 - Jobs During Wartime PowerPoint
 - War of 1812 African American Jobs Graphic Organizer (students)
 - Computer for internet access

NECESSITIES TO WIN A WAR



PROCEDURE - BEFORE WE BEGIN:

1. Distribute pretest and have students complete showing their pre-knowledge of the roles African Americans played in the War of 1812. Collect for data on student growth.
2. Read and discuss the "African Americans in the War of 1812" handout. Address any misconceptions students may have and highlight new thoughts.
3. Create a spider web organizational chart on board with the center heading: "Necessities to Win a War" Focus in on the "people" part of the web discussing African Americans involvement.

Possible discussion questions might include:

- Would they want to fight in the war?
- On which side would they fight?
- Did either side want them on their team?
- Besides fighting, how could they contribute to the war effort?
- How did this effect movement of African Americans in the United States?

4. Show YouTube video: Blacks in the War of 1812. Pause and discuss at pertinent parts throughout the clip.
5. Show students the Jobs During Wartime PowerPoint. Students will complete their graphic organizer for this either during the presentation or in groups afterwards.
6. Complete post test to analyze new understanding.

EVALUATION:

The graphic organizer may be assessed to show accumulated knowledge.

Students may also create a constructed response for the unit's essential question:

“What roles did African Americans play in the War of 1812?” This could be answered in space below post-test.

The post-test may be used to show growth in student's knowledge.

AFRICAN AMERICAN'S IN THE WAR OF 1812

By Cathy Pearl & Edited by the National Park Service

1. African Americans helped the United States fight the War of 1812. Some of them were slaves, but they fought for this country anyway.
2. In 1792, the United States Congress passed the Militia Act to establish standards for the origination of a Militia or reserve army for the United States. The law states, "That each and every free able-bodied white male citizen of the respective States, resident therein, who is or shall be of age of eighteen years, and under the age of forty-five years (except as is herein after excepted) shall... be enrolled in the militia." This law resulted in a long standing policy to not have African American's serving in the U.S. Army, but did not prohibit them from serving if the States would allow them to join.
3. "During the War of 1812, black Soldiers served in both integrated regiments as well as in all-black regiments. Many black Soldiers served with courage and distinction, both on land and at sea. Many others worked as laborers, constructing fortifications and supplying the Army with food, materials, and munitions." "Two battalions of 'Free Men of Color' and several other units participated in the great American victory over the British during the Battle of New Orleans..."
4. In the War of 1812, fifteen to twenty percent of the United States Navy was black. When you were on the sea, the color of your skin was not important. How well you could do your job was.
5. Racism existed in the U.S. Military during the War of 1812. This would not change during the war. All soldiers, regardless of their color fought, bleed red and died alongside each other despite the racial inequities and what was said. They defended the United States.
6. Free and enslaved, African Americans had many different jobs during the war. Two black men talked two thousand men into being soldiers. These men built things to protect cities. Volunteers also helped to protect Philadelphia from the British.
7. Most black men served in the Navy. There were very few militia in the United States made up of all African American men. General Hull created an African American Militia in Detroit prior to the War and Louisiana had two battalions of "Free Men of Color". Many African American's in Louisiana were slaves, but there were more than four thousand free blacks there, too. Any free man who owned property or paid taxes was asked to serve in the Louisiana military.
8. Louisiana had a law that only white men could be officers. The governor of Louisiana believed that black men could help protect his state from the British, but should not lead.

AFRICAN AMERICAN'S IN THE WAR OF 1812

By Cathy Pearl & Edited by the National Park Service

9. When Andrew Jackson protected Louisiana during the War of 1812, five hundred of his six thousand soldiers were African American. The African American soldiers were praised as being great fighters with a lot of courage during battle.
10. African Americans did not fight for just for the United States. They fought for the British, too. These men thought that Britain would help them more than the Americans. They also thought that Britain would give them freedom.
11. In 1814, five thousand slaves joined the British Navy. Britain promised them they could go to the West Indies or Canada for serving. Choosing sides was difficult because both the United States and Great Britain had supported slavery.
12. Great Britain invaded Maryland during the war. Fifteen hundred African American men helped fight against the United States. The Americans were beaten very badly in the battle.
13. The War of 1812 ended in a virtual tie between the United States and Great Britain. Neither country won or gained anything because of the war. American Indians lost tremendously as a result of the War of 1812. The Great Lakes tribal nations were forcibly removed from their lands and many were sent to reservations west of the Mississippi River. Most African Americans did not gain their freedom as a result of their service. The life of African American's in the United States become worse as the nation moved towards the Civil War.

JOBS DURING WAR TIME

(POWERPOINT PRESENTATION)

**Soldiers and sailors were
required to fight in the war.**



The majority of the American soldiers and sailors were white, but blacks also served in the military.


- Some of the black men involved in the fighting were slaves accompanying their masters. There were at least 5 black soldiers who were slaves from Kentucky at the Battle of the River Raisin in Monroe, Michigan.**

Monroe
MI



Nearly 20 % of the sailors who served in the War of 1812 were black. There were free-men and escaped slaves serving in the American Navy. Regardless of their status, all American mariners were required to carry their protection papers as proof of citizenship. This document also protected them from being impressed (kidnapped) and forced to work on British ships.

Philadelphia City, ss.

On the *third* — day of *September*
one thousand eight hundred and *ten*
 Personally came before Alexander Tod, Esq. one
of the Aldermen of the City aforesaid, *James Bennett*
Negro, Born free — *five* feet *11 1/8* inches high,
with *his* shoes, *black* complexion, *black* hair,
28 years of age, marked *scar* over his right eye, *scar*, mark of
innoculation on his left arm, mark by a *burn* near his right elbow, mark on the palm
of his left hand by being laid open, left knee crooked
being legally sworn, says, that according to the best of
his knowledge, he was born at *Duck Creek, of County, State of Delaware*
At the same time appeared *Eliz Mary Williams* — his *wife*
being also sworn, says, that he has known and been well
acquainted with said *James Bennett* for some
years, and that according to the best of his knowledge and
belief, he the said *James Bennett* was born at the
place aforesaid. Witness my Hand and Seal, the day
and year first written.

SWORN BEFORE

11/25/18

Alex. Tod

Alderman

James Bennett
his
Mary Williams
his

Farmers were needed to grow food for the soldiers and sailors, as well as for cooks to prepare meals.



Textile workers were necessary to make uniforms for the soldiers, sailors and sails for the ships.





**Skilled tradesmen,
like coopers were
needed to make
barrels for
storage and
transport
of military supplies.**



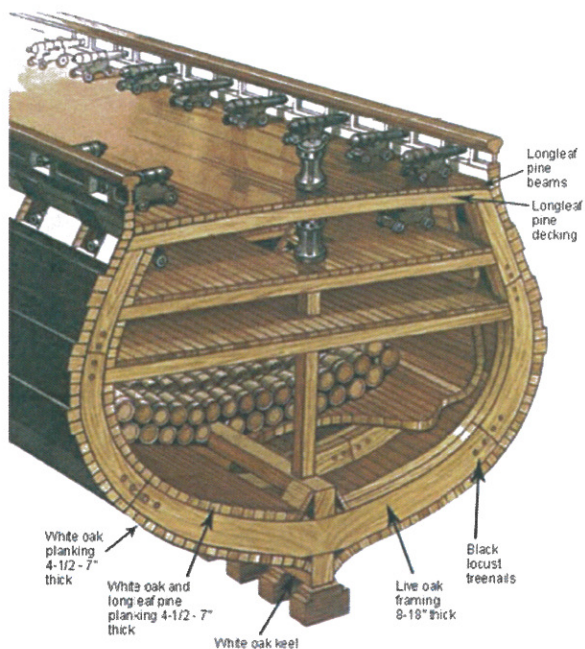
Teamsters were needed to drive the teams of horses transporting people and goods needed to fight in the war.



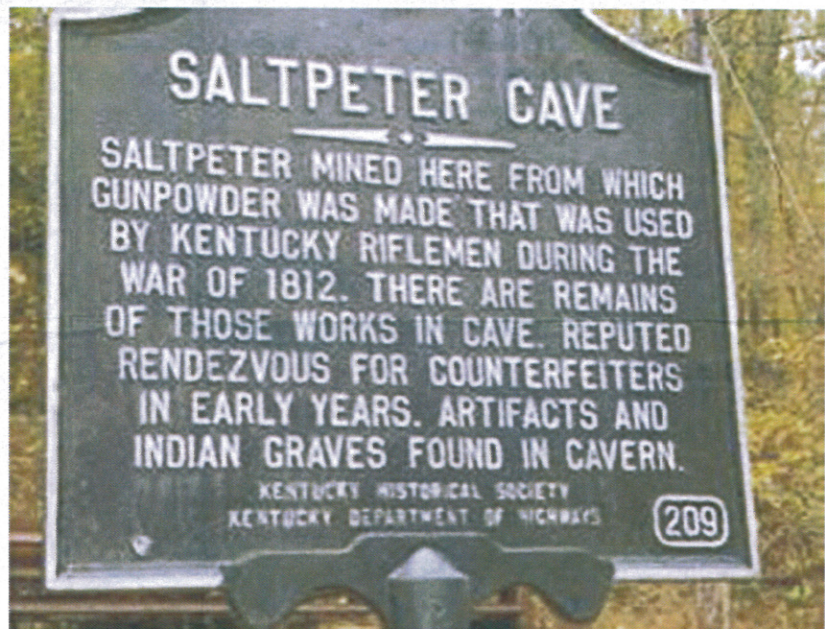
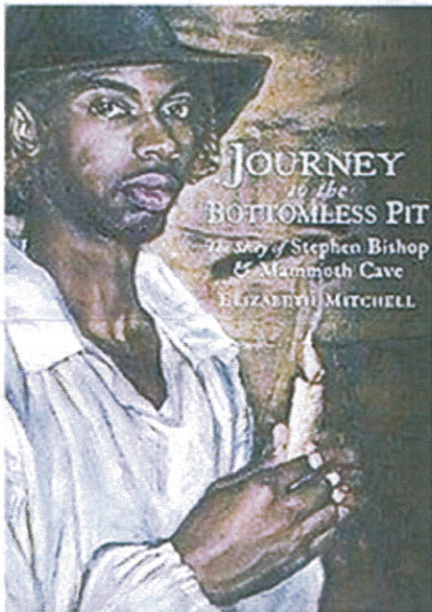


SHIP "OREGON" MAY 1916
SACKEETS HARBOR, N.Y.

**Ship builders
and carpenters
were needed
to make ships
for the sailors.**



Miners were needed to mine for raw materials, including salt peter, which was used to make gunpowder.



If you had to choose, which job would you want to do?

Now consider, which job would you be allowed to do.

This may depend on where you live, your ability to travel, and whether you are a free or an enslaved person.

WAR OF 1812 AFRICAN AMERICAN JOBS

GRAPHIC ORGANIZER

Job	Symbol	Task	Pay	Dangers

River Raisin National Battlefield Park Unit

LESSON PLAN: DAY TWO

SAILORS & MINERS

OVERVIEW:

- **NARRATIVE -**
This lesson will introduce students to two significant roles of African Americans in the War of 1812: sailors and miners. Students will be viewing videos, YouTube clips, and PowerPoints as well as completing a graphic organizer to show comparisons between the two jobs and formulate a deeper understanding as to how and why African Americans took on these tasks.

OBJECTIVES:

- Students will learn some of the roles of African Americans during the War of 1812. Students will also gain an understanding of the movement of African Americans for the prospect of freedom and improving their lives.

MICHIGAN GRADE LEVEL CONTENT EXPECTATIONS:

- 8- U5.1.1

TIME SUGGESTED FOR UNIT:

- 1-2 class periods

GRADE LEVEL:

- 8th

TOPIC OR ERA:

- War of 1812

PREPARATION:

- **MATERIALS -**
All Hands on Deck Video
All Hands on Deck Video Guide
A Sailor's Story Jesse Williams & Davis Debias
Sailor vs Miner Comparison Chart Graphic Organizer
You Tube Video: The Great Saltpetre Cave/Kentucky Life/Ket
Mining & The War of 1812 PowerPoint
Stray Thoughts Assessment – Miner & Sailor
Help Wanted Assessment

PROCEDURE - BEFORE WE BEGIN:

1. Begin this lesson explaining to students that they will be zooming in on two distinct roles that African Americans took part in during the War of 1812. They will be gaining specifics about each role such as the pay, dangers, and responsibilities. At the end of the lesson they will be expected to choose the job they believe they would have chosen if they lived during that time period, and be able to apply their new knowledge in a "hands-on" activity. It should be emphasized that while they might choose a job today, seldom was this the case for African Americans during the 19th century.
2. Distribute copies of the War of 1812 Sailor vs Miner Comparison Chart graphic organizer and explain to students that by keeping detailed notes on the two roles, they will help organize their work for the final assessment activity. The teacher may or may not assess the graphic organizer.
3. Begin by watching the 19 minute video All Hands on Deck Learning Adventures Aboard Old Ironsides. Pass out the coordinating video guide before the movie for the students to fill out while watching, then go over together after to promote further discussion of a sailor's life.
4. Divide class in half. Have half of the students read Jesse Williams Sailor's Story and half of the students read David Debias Sailor's Story. Students should record 3 facts that come to mind as they read. After adequate time, have students get into small groups to share their findings. Switch booklets/stories so the other half of the class has the other booklet. Give adequate time for students to read independently and record facts as well as similarities and differences. Once again have students get into small groups to share findings. Gather students into a whole group discussion concerning these two booklets and how they relate to the roles of African Americans as well as the War of 1812.
5. Give students time to write on the sailor's side of their graphic organizer.
6. Explain to students they will be taking an in depth look at another role that African American's did during the War of 1812, which is mining.
7. Show the PowerPoint Mining & The War of 1812. Discuss in detail each slide. Allow time for students to write on their graphic organizer during the presentation.
8. Have students share their notes with each other to gain facts and information.

EVALUATION:

Assessment: Students need to choose between being a sailor or a miner. Once they make their choice, one of the following assessments may be given:

Stray Thought Poster. Distribute handouts for Stray Thought Poster. Students will design a poster showing the inner thoughts of either a sailor or a miner during that time period. Within this poster, there should be some detailed facts that show their newly acquired knowledge on this subject. Discuss the Focus Correction Areas (rubric) to explain how it will be graded.

Help Wanted Poster. Distribute the Help Wanted Poster Assessment explaining the assignment. Students will create a want ad to get free men of color and owners of African American workers to come to their worksite either on the USS Constitution or the Great Salt Petre Mine. The poster should be creative and explain facts and ideas they learned during the lesson. Be sure to list not only the pros of the jobs for the African Americans but the contributions that were made during the war.



NAME _____

DATE _____

VIDEO GUIDE

ALL HANDS ON DECK

LEARNING ADVENTURES ABOARD "OLD IRONSIDES" (USS CONSTITUTION MUSEUM)

1. What kind of a ship is the USS Constitution?
2. What is she made of?
3. What is she driven by, what powers her?
4. Describe the first person Julie meets when she goes below deck.
5. Describe the second person Julie encounters.
6. What kind of food is Will served while on board, and how do the men sleep?
7. What can the captain do for punishment, and what does the chaplain provide for the crew?
8. Who is the third person Julie meets? When did he serve on the Constitution, and how does he explain the nickname Old Ironsides?
9. Who is the fourth character Julie encounters?
10. The last person Julie meets is a young lady, currently serving on the ship. How long does she say women have been allowed to serve on Constitution, and how does she explain that Old Ironsides was almost defeated?

Today, the USS Constitution is located in Boston, Massachusetts, in the Charlestown Navy Yard.

For more information on the Constitution and the War of 1812, please visit:

www.history.navy.mil/index/constitution.html

&/or

www.usconstitutionmuseum.org

ALL HANDS ON DECK

LEARNING ADVENTURES ABOARD "OLD IRONSIDES" (USS CONSTITUTION MUSEUM)

TEACHER ANSWER KEY

1. What kind of a ship is the USS Constitution?

A frigate; a square-rigged, three masted war vessel

2. What is she made of?

Wood (oak)

3. What is she driven by, what powers her?

Wind

4. Describe the first person Julie meets when she goes below deck.

Charles Morris, Jr., midshipman; served in the Mediterranean in 1805

5. Describe the second person Julie encounters.

Will Bryant, powder monkey, age 17

6. What kind of food is Will served while on board, and how do the men sleep?

Meat & hard tack; 4 hour shifts in hammocks

7. What can the captain do for punishment, and what does the chaplain provide for the crew?

Flog with cat-o-nine; Education, teaches reading, writing & arithmetic

8. Who is the third person Julie meets? When did he serve on the Constitution, and how does he explain the nickname Old Ironsides? Jesse Williams, seaman; W1812; cannonballs bounced off side during battle

9. Who is the fourth character Julie encounters?

Mrs. Percival, husband was captain "Mad Jack" in 1840s

10. The last person Julie meets is a young lady, currently serving on the ship. How long does she say women have been allowed to serve on Constitution, and how does she explain that Old Ironsides was almost defeated?

Since 1988; by neglect

Sailor's Story Reading Activity – Procedure Step 4:

To download and print copies of the David Debias Sailor's Story and Jesse Williams Sailor's Story Go to the Sailor's Life for Me Educators Resources at:

[http://asailorslifeforme.org/educator/war of 1812 african americans.php](http://asailorslifeforme.org/educator/war_of_1812_african_americans.php)

Or go directly to the link for Sailor's Story: Boy David Debias at:

<http://asailorslifeforme.org/educator/stories/Sailors-Stories-Debias-Meet-the-Crew-War-of-1812-Resources.pdf>

And go directly to the link for Sailor's Story Jessie Williams at:

<http://asailorslifeforme.org/educator/stories/Sailors-Stories-Williams-Meet-the-Crew-Returning-Home.pdf>

NAME _____

DATE _____

WAR OF 1812

SAILOR VS. MINER COMPARISON CHART

	Sailor	Miner
"Career" Choice		
List 2 significant tasks pertaining to this job.		
List at least 2 roles within this job category		
List 2 dangers associated with this job.		
Where would this job be available during the War of 1812?		
Would this job give you permanent freedom after the war?		
What is the average pay (if any) for completing this job as an African American?		
What is the most attractive feature of this job to you?		
What is the least attractive feature of this job to you?		

NAME _____

DATE _____

FACT GATHERINGS

1)

2)

3)

MINING & THE WAR OF 1812

**WHY WAS IT VITALLY IMPORTANT?
(POWERPOINT PRESENTATION)**

WHAT WAS THE MAIN PURPOSE OF MINING?



The main purpose of mining was to use raw materials found in the ground to produce gunpowder.

GUNPOWDER:



Essential to winning the war.



WHERE CAN WE BUY GUNPOWDER?
Before the War of 1812, gunpowder
was purchased from England.

BUT THEN...

Once war broke out, Britain put up trade restrictions and blockades so no gunpowder could enter the country. OH NO!



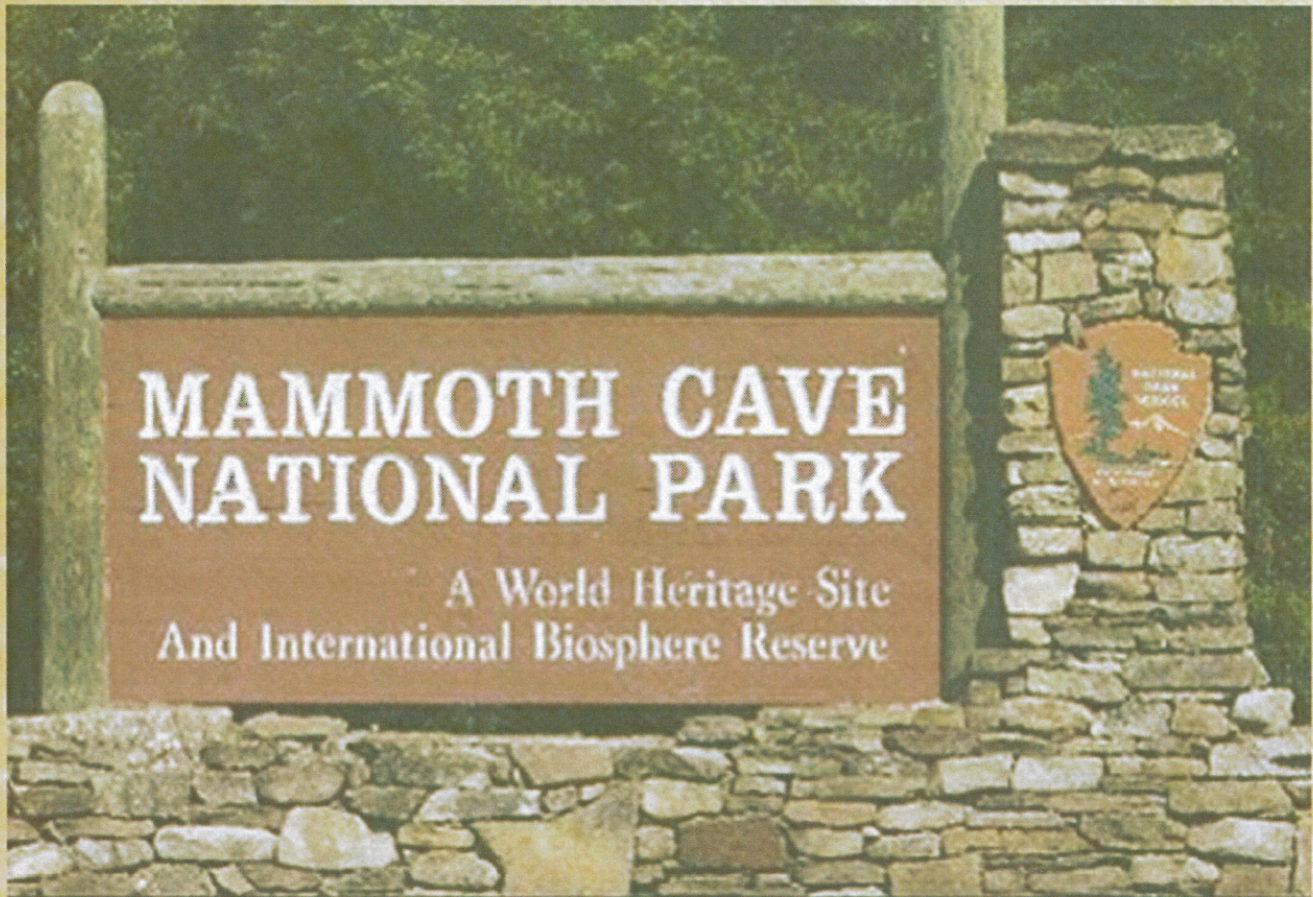
The soldiers of the United States needed to find the raw materials within their own country to produce gunpowder

WHAT IS GUNPOWDER MADE FROM?



Gun powder is created by starting with a natural resource called saltpetre which is found underground.

WHERE WAS IT FOUND?



Two areas were heavily mined for this material during the War of 1812: The Great Saltpeter Mines and Mammoth Cave. Both are located in Kentucky.



SALTPETER CAVES

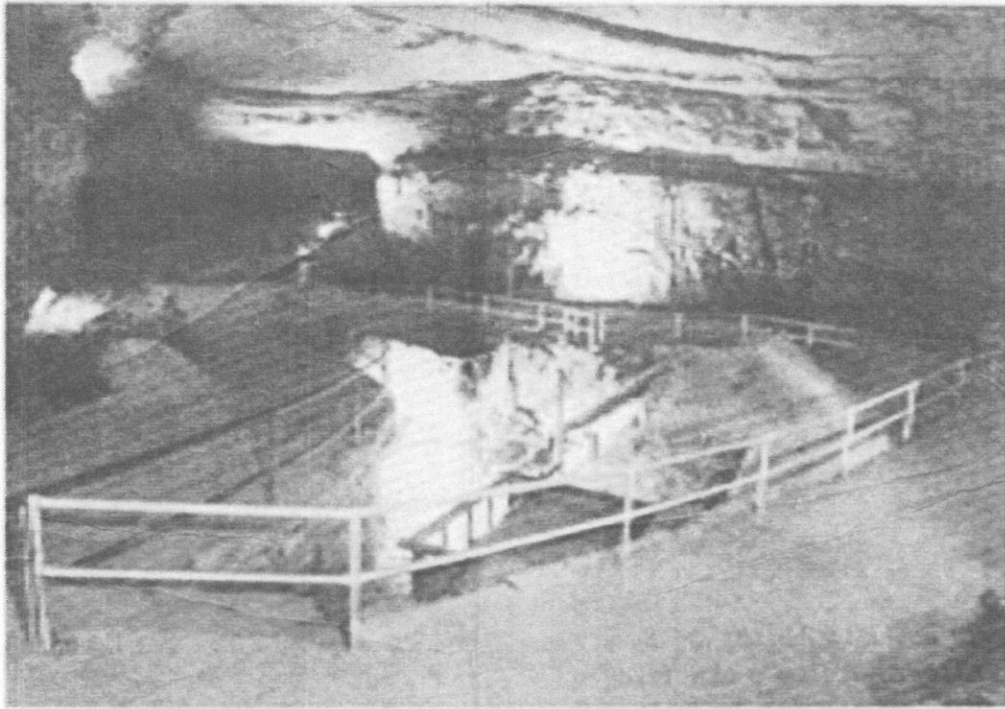


Figure 2.—The First Eappen in the Nevada series of three rectangular salt-peter caves. In the center are the remains of a small pump tower, pump tank, and pump column. At the base of the aluminum fence on the right side is a long log belonging to a later pump tower. Photograph by Dana Emerson George.

SALTPETER CAVES

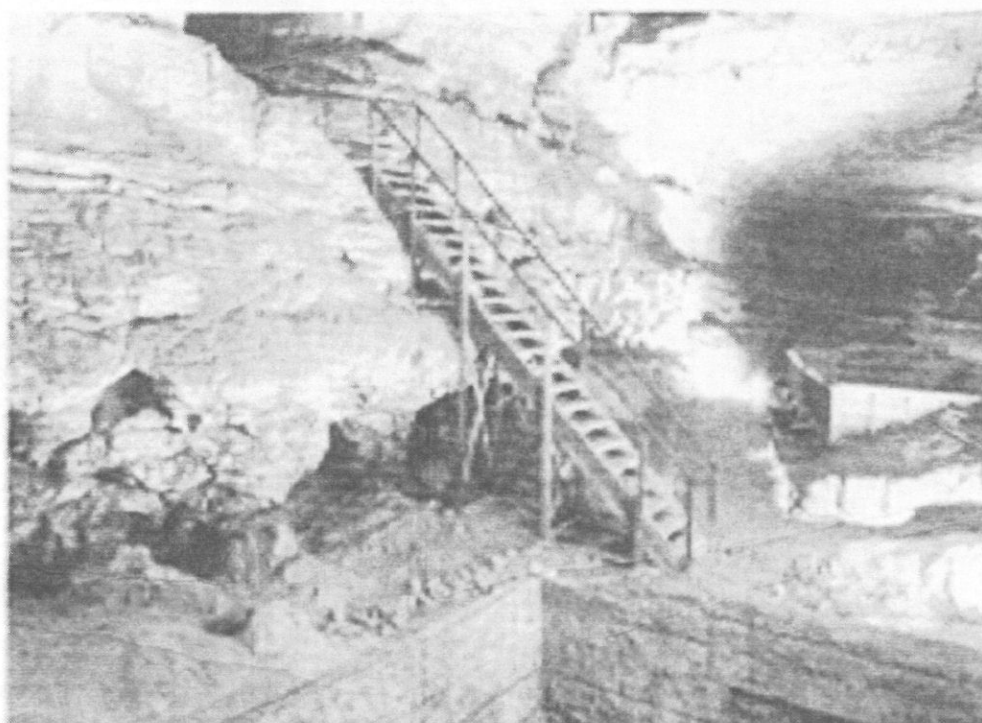


Figure 3—The Second Hoppers in South's Amphitheatre contain seven rectangular hoppers. The walkway for the pump tower is located at the 200' level, position out from the base of the stair treading. Legs for the pump tower are used for a fence railing seen in the far right of the photograph. Photograph by Diana Emerson George.

SALTPETER CAVES

JOBS OF THE MINERS

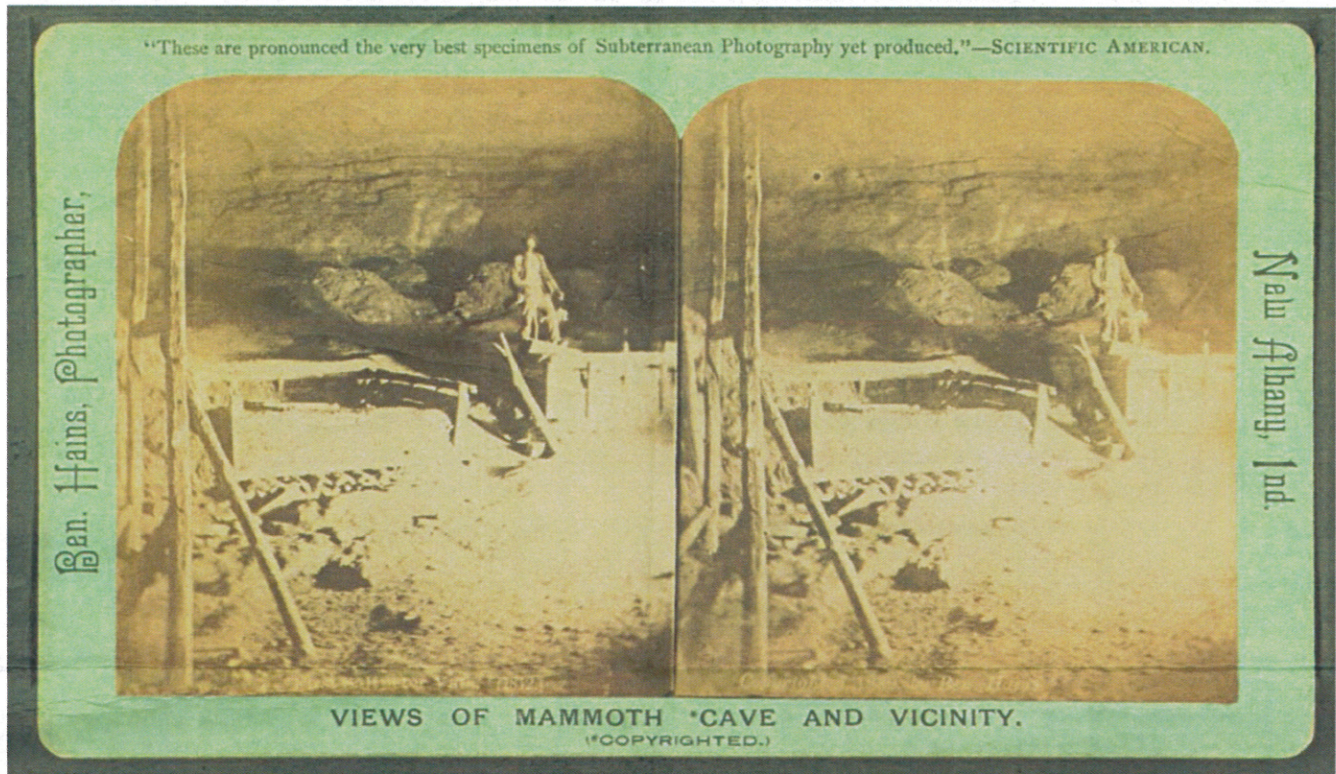
Before any material could be taken out of the mine, tunnels were hand carved out of the ground. This was completed by slaves. Then the full process of mining would begin.

- 1. Scrape walls of the cave with a wooden paddle to get the dirt or small rocks. Fill bags or wooden carts with this dirt.**
- 2. Lead the oxen, which are transporting the dirt, to an other part of the mine.**
- 3. Shovel the dirt into large vats where water would then be added and eventually the mixture drained.**

JOBS (cont.)

- 4. Pump this mixture out of the cave through wooden pipes. One pipe system was 1,872 feet long.**
- 5. Men would crank the pumps by hand to get this out of the mine. To lift it 42 feet high, an operator would need to use 47 pounds of force.**
- 6. Once the material was brought out of the mine, the whole process of chemical conversions using hot furnaces would take place.**
- 7. This would involve heavy lifting and hauling. There were no easy jobs in mining.**

WHO DID THE WORK?



70 slaves were hired to dig the tunnels of the Great Saltpetre Mines. They continued working there as well as in Mammoth Cave.

A NOTE ON THE WORKERS

from the New York Municipal Gazette. February 21, 1844 vol. 1 number 17

"The workmen employed in the cave, were blacks, and were sometimes near the number of 70. They worked by artificial light from iron lamps, in which lard was burned. The stranger visitor, on passing up the cave and coming in sight of this **sable** group with their burning lamps, displaying their white shining ivory teeth and glistening eyes, would feel a sensation that the reader can as easily imagine as I can describe. During the whole time this cave was wrought in for saltpeter, there was no case of sickness among the numerous workmen. They all enjoyed excellent and uninterrupted health, and preferred this employment to that of labor outside."

The word **sable** means having a very dark or black color.

What perspective is being presented here?

WHERE DID THE AFRICAN AMERICANS COME FROM WHO WORKED IN THE MINES?



Most of the slave labor came from the local Kentucky area. However, also during this time period there was much movement of African Americans in the country.

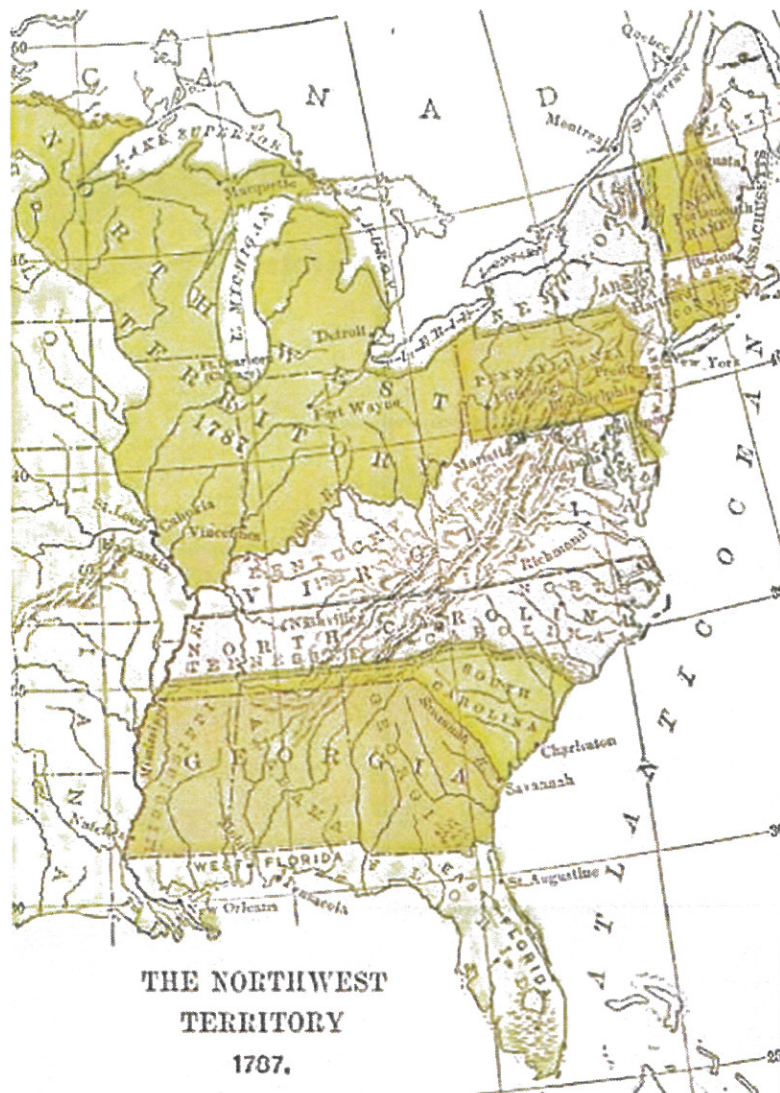


Pre-Underground Railroad?



It is important to note that because of the jobs of mining, soldiering, and sailing, along with the prospect of freedom, the movement of slaves from one area to another sprang forth. The movement was not always south to north, but sometimes from north to south.

Why North to South?

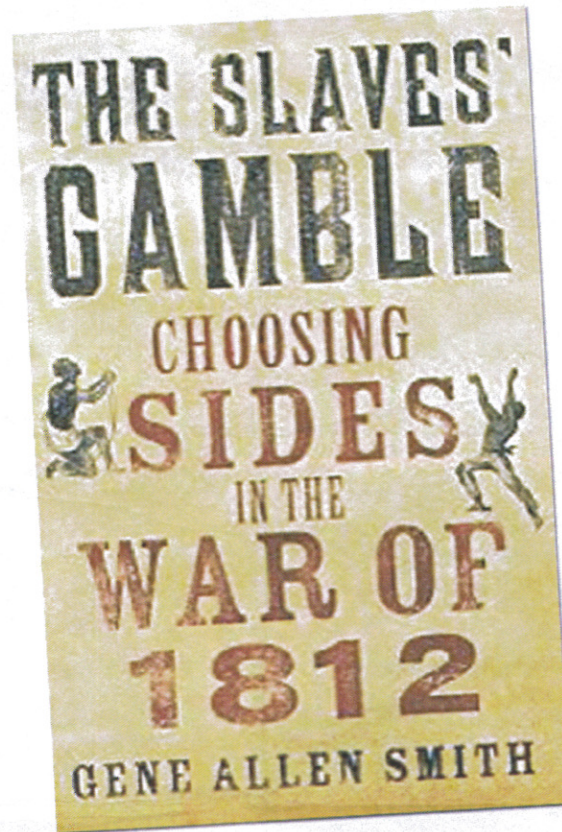


When the Northwest Ordinance of 1787 was passed, Michigan became a free territory. Slavery was still allowed in Canada. Therefore, slaves in Canada would cross over the Detroit River to gain freedom in Michigan.

This is a North to South movement.

From Gene Allen Smith's

The Slaves Gamble: Choosing Sides in the War of 1812 (2013) p.36-37:



“By 1810, some 120 free blacks resided in Detroit, though it is impossible to determine how many had run away from British Canada. Even so, ... the first Underground Railroad led south from British Canada to free American Territories in the northwest United States. Only later in the nineteenth century did the northern-bound trail or Underground Railroad lead to Canada and freedom.”

A MINER'S PAY



The average pay for the slaves was \$20.00 per year.

The owners of the slaves would receive \$80.00 per year.

For slaves this was an incredible amount of money.

From Saltpetre Manufacturing and Marketing and it's Relation to the Gunpowder Industry in Kentucky During the Ninteenth Century by Gary A. O'dell, University of Kentucky

“For a few large operations, such as Mammoth cave in Warren County (present Edmonson) and Great Saltpetre Cave in Rockcastle, slave labor was used. The slaves were generally hired at a seasonal rate from their owners. On November 12, 1804 an advertisement was placed in the Kentucky Gazette for slave laborers to work in the newly acquired Great Saltpetre Cave:

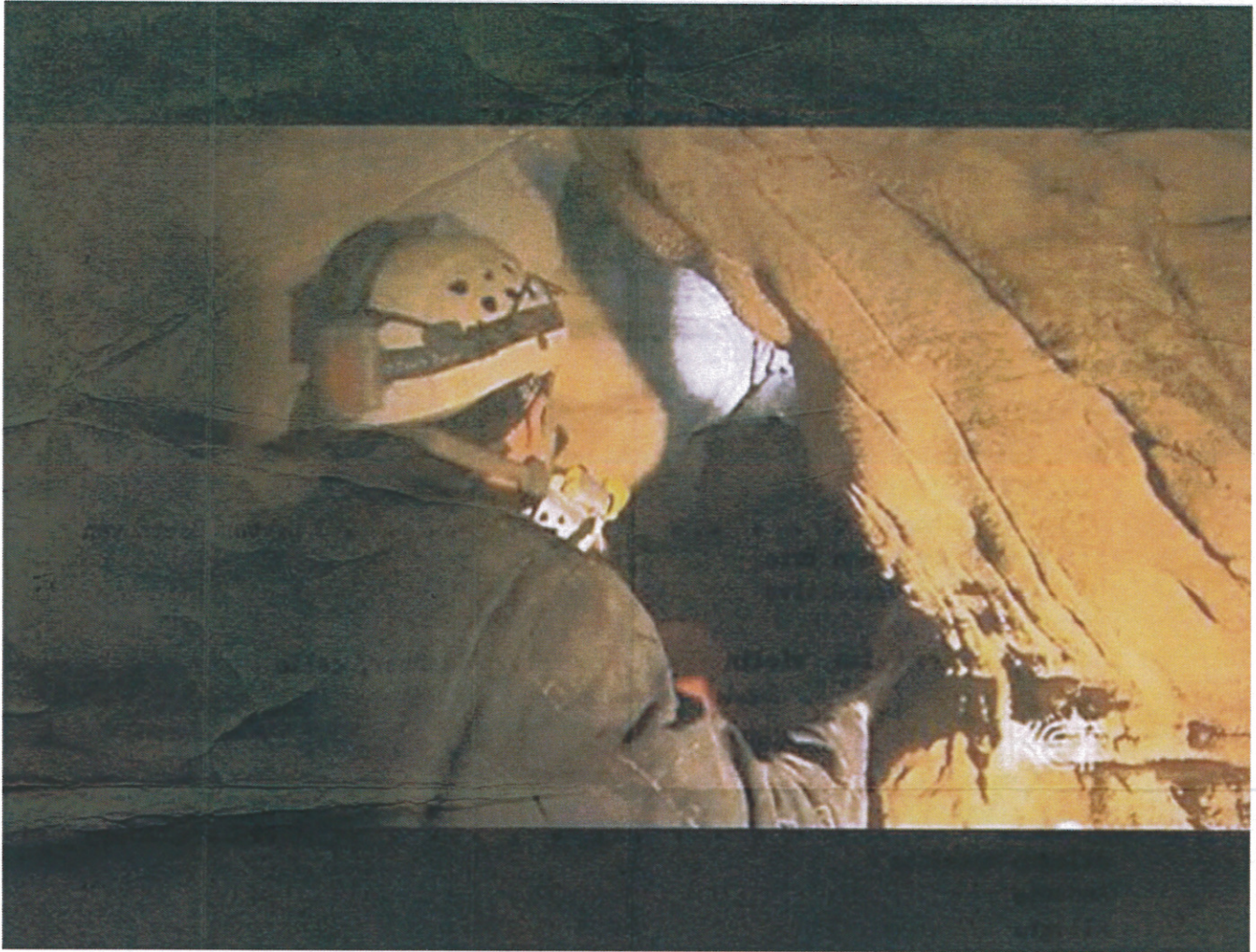
Brown, hart & Company

Wish to hire for 12 months

15 or 20 NEGRO MEN

To be employed at their Salt Petre Works in Madison county, for each of whom they will give 80 dollars, and they will in addition to the above, give to each negro 20 dollars at the end of the year, provided he conducts himself with propriety. During the War of 1812 as many as 70 workers, mostly slaves, labored at the Mammoth Cave operation.”

An expert at the Great Salt Petre Cave



<https://www.youtube.com/watch?v=x0AHtGrpgr8>

NAME _____

DATE _____

AFRICAN AMERICANS IN THE WAR OF 1812

"Stray Thoughts" Assessment

Have you ever looked at a photo or picture and wondered what the person was thinking? In this simple assignment you will have the opportunity to use your imagination and newly acquired knowledge of African Americans in the War of 1812 to enter their minds and show their thoughts.

Procedure: Choose between a miner and a sailor in the war. Make a list of what he would be thinking. Write these stray thoughts in speech bubbles of different sizes and shapes and paste them to the coordinating poster. Fill the poster completely with these "stray thoughts." These thoughts should be from both the private and public life of the individual. You may choose to draw the bubbles directly on to the poster rather than cutting and pasting if you so choose. Pay attention to the following focus correction areas to successfully complete the poster.

Focus Correction Areas:

_____ points Poster must contain minimum of 4 facts discussed in class over the last few days concerning African Americans in the War of 1812.

_____ points Poster must contain at least 3 historical reasons why you would choose this job.

_____ points Poster must contain minimum of 8 speech bubbles of varying sizes filling up the entire page.

_____ points All sentences within each bubble must be free of grammatical mistakes.

_____ POINTS POSSIBLE

_____ POINTS EARNED

NAME _____

DATE _____

AFRICAN AMERICANS IN THE WAR OF 1812

Help Wanted Assessment

You have been whisked back in time to the year 1813. Lucky you, you find yourself in charge of the employment agency for the United States Government. This agency specializes in finding enough employees for mining and sailing jobs. The war is in full swing and man power is needed! Britain has recently cut off our supplies to gunpowder and the seas are at unrest. Both companies are accepting and encouraging slave owners to outsource their slaves to join the work force for the betterment of our country. Your job is to design a poster for either the U.S.S. Constitution or the Salt Petre Caves advertising for owners to sublease African American slaves to come and work. Be creative and show what you know. Pay close attention to the Focus Correction Areas listed below to be successful on this assignment.

Procedure: Begin with a rough draft on a piece of computer paper to organize your thoughts. Your advertisement should include information you have learned over the last few days concerning African Americans and their importance in the War of 1812. Decide what facts would entice men to work in these occupations. Make more important facts or words larger and bolder. One drawing/picture may be added to the poster. Historically, these ads would be placed in prominent spots throughout towns as well as in newspapers for all to read. Once you have your rough draft planned out, then grab a pencil and an 11" x 16" piece of construction (drawing) paper and get to work.

Focus Correction Areas:

_____points A minimum of 5 facts concerning information discussed in class over the last few days concerning African Americans in the War of 1812.

_____points Source references by last name/title for each fact listed on the poster. These sources should either be listed on the bottom of the poster or on the back of the poster.

_____points On the poster state why it is beneficial to join the American side in the war.
(We certainly know there were negative sides for joining the American side as well; however, because this is a persuasive type of writing, we would not advertise the negative sides.)

_____points Entire page must be filled with a minimal amount of left over blank space.

_____TOTAL POINTS _____TOTAL POINTS EARNED